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2. *History*.—The cliff dwellers and pueblo builders as agricultural types; building of miniature dwellings from models at the Field Museum; stories of inventions in means of transportation.

3. *Literature*.—Stories of birds, flowers, insects—all creatures—made newly interesting by the return of the spring and summer seasons; myths; fairy tales; poems of the season; dramatization of “The Sleeping Beauty” for the spring festival.

4. *Geography*.—Excursions to markets to see garden and farm produce brought into our city; means of transportation. Lakes, rivers, canals, railroads as routes of transportation. Camels, donkeys, ox wagons, steam engines and boats. Excursion to Field Museum to see transportation exhibit.

5. *Number*.—Finding area of boards used for the cup-racks. Square inch and square foot. Actual and comparative growth of plants and twigs. Arithmetical statement of the ratios found. Special emphasis on partition. Continuation of practice in addition and subtraction. Short, quick drills. Writing in the number books of tables as they are needed.

THIRD GRADE.

GUDRUN THORNE-THOMSEN.

OUTLINE FOR MAY AND JUNE.

WITH the first signs of spring, when things are happening out-of-doors, the children demand a life away from the school-room; and it becomes a necessity to do work very different from that of the winter months. Ideally, the school should then be only a convenient place to discuss the experience of the outdoor life. As far as is possible, the children will go on excursions every week; and the school garden will afford an excellent opportunity for a great deal of healthful work.

The third grade chose to plant potatoes. In order to supply the school with this vegetable next winter, it was decided that the pupils plant the greater part of their vegetable garden in potatoes, that is, 216 square feet, the remainder, 108 square feet, to be planted in radishes and lettuce for our lunches this spring. Besides the potatoes, lettuce, and radishes, the third grade sowed and has in charge 400 square feet of wheat, the year's study of agriculture demanding this experience, the children also realizing that the next class would need the wheat to work with, the coming fall. In the flower bed will be planted castor beans, calladium, salvia, cornflowers, phlox, and sweet alyssum.

Gardening.—Raking, marking of rows, digging trenches for potatoes,

cutting and planting potatoes; watering the garden when necessary, weeding, freeing the plants from injurious animal life; making a record of the amount and price of potatoes and wheat planted and sowed, so that the children may realize the yield next fall.

Experiments: Grow potatoes in different soils, in very clayey and very sandy soil, and in loam; also plant some very deep and some near the surface in our garden soil; compare results with the growth in our garden. The study of germination will be continued; the germination from seeds (radishes and lettuce), compared with that from underground stems (potato) and bulbs (tulip, crocus).

During March and April the children kept a record of the birds which they had seen, but they made no study of them. The following points will be considered: the interrelation of bird, insect, and plant life; the structure of birds—bill, feet, wings, shape of body, as adapted to particular functions. Painting, drawing, and modeling are the chief aids to observation in this study. The children will have an opportunity to verify their observations, and to find out what they have no means to observe by using the books in the library bearing on the above subjects.

Geography.—The Nile valley as a type of an agricultural country under conditions differing widely from ours. The source of the river, rainfall; the Abyssinian mountains; the work of the river, carrying and deposition of silt, overflow of river; the desert, irrigation. Means of study: (a) excursions to see work of rain, beginning of a river (south shore); the ravines (Glencoe); (b) pictures; (c) modeling in sand; blackboard drawing; (d) adapted reading on the subject.

Literature.—Stories of Joseph and his brethren in the land of the Pharaohs; *Ulysses* continued; spring poems,

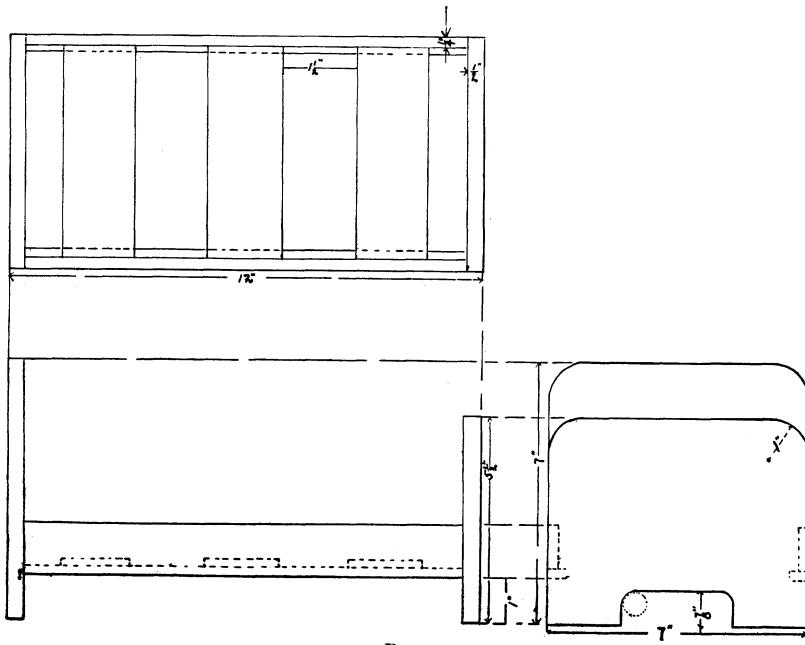
History.—The children have completed the farm buildings (of cardboard), have stocked the farm (with animals of clay). They have to some degree realized the farmer's work as he plows his fields and sows the seed. Our imaginary farmer (see ELEMENTARY SCHOOL TEACHER, Vol. II, No. 6, p. 458) has raised more wheat, corn, and potatoes than he needs; so have other farmers who have settled around him; and a market for their produce is an imperative necessity. The beginning of a town will be the subject of study: where situated, stores, grain elevators, railroads, etc. Means of study: Visit to South Water street to see the truck farmers' products, the commission-house men buying, etc. Maps of the United States for the study of location of towns and cities. Why is Chicago where it is?

Mathematics.—The history work demands a close study of interchange of commodities. It will be necessary to ascertain the prices of farm products; cost of transportation; market value; value of labor; the account books to be balanced for the year.

Cooking.—The gardening will take the place of the regular cooking lessons; the preparation of lunches to be continued by groups from the

grade, lemonade, ices, salads taking the place of cocoa and soups. As a test of the work of the year the grade will cook maccaroni without directions of any kind.

Manual training (Elizabeth Euphrosyne Langley).—The children have decided to make each a boat, a game, and a bed. The bed is of poplar, the head and foot boards one-half inch thick, the side pieces and slats one-fourth inch. The construction is simple, as may be seen from the illustration. For



BED.

the head board a seven-inch square is made. A small coping saw is used to take off the corners and make the top round. The curved opening at the bottom of the head and foot boards is made with an inch auger bit after the space has been accurately marked off, and is then sawed out with the coping saw. The children should saw as near to the line as possible and depend upon this small saw, rather than the file, to make the edges smooth. They can saw with more skill if the wood is clamped to the bench instead of being held in the vise. The side pieces are sawed and planed to fit, and then nailed together before being nailed to the foot and head. For illustration of the game see COURSE OF STUDY, Vol. I, p. 816.

Music.—The third and fourth grades have formed a glee club and will sing: "Spring Song," by Maude Valérie White; "The Swallows," by Clifton Bingham; "The Rain," by Eleanor Smith; "The Swing," by Nevin; Book II, *Modern Music Series*; "Twickenham Ferry," "Old English," etc.